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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  **CT.3.3.3.7** Use calendar and clocks to plan and sequence events and to identify events and times as occurring in the a.m. and p.m.  **CC.3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.  **CT.3.3.3.8** Solve problems involving telling time to the nearest quarter hour, five minutes and minute using analog and digital clocks.  **CC.3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.  **CT.3.3.3.10** Estimate and measure using nonstandard units and appropriate customary and metric tools and units:   * length and perimeter to the nearest ¼ inch or ½ centimeter; * area in square in. or square cm; * capacity in cups, pints, quarts, milliliters or liters; * weight in ounces, pounds and grams; * temperature to the nearest degree; and   volume using in. cubes and cm cubes.  **CC.3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilogram (kg), and liters (l). (Excludes compound units such as cm3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems [problems involving notions of “times as much”; see Glossary, Table 2]).  **CC.3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.  **CC.3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.  **a.** A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.  **b.** A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.  **CC.3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).  **CT.3.4.1.2** Collect and organize data that answer questions using diagrams, charts, tables, lists, pictographs, bar graphs and line plots.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.  **CC.3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.  **CT.3.4.2.3** Analyze data that have been collected and organized in order to draw and defend conclusions based on the data.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.  **TMM ONLY**  **CT.3.2.2.12** Solve problems involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00 with and without regrouping, using a variety of strategies,  including models.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CC.3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  **CT.3.2.2.16** Use a variety of estimation strategies to determine and justify the reasonableness of an answer to a computation or word problem involving addition and subtraction of two- and three-digit whole numbers and money amounts up to $100.00.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]). |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  CT.3.3.2.5 Draw and interpret simple maps using shapes or pictures on a coordinate grid.  CT.3.3.2.6 Investigate ways to tile or tessellate a shape or region using a variety of polygons.  CT.3.4.1.1 Pose questions that can be used to guide data collection, organization, and representation.  CT.3.4.2.4 Describe an event or element as typical based upon the range, median, and mode of a set of data.  **TMM ONLY (More or Less?)**  **CT.3.2.2.15 Determine when an estimate for a problem involving two- and three- digit numbers is appropriate or when an exact answer is needed.**  **CT.3.2.2.17 Determine when a strategy will result in an overestimate or an underestimate in problems involving two- and three- digit numbers.**  CT.3.2.2.18 Determine and compare the value of sets of coins and write the values using decimal notation, e.g., two quarters= 50 cents or $0.50 (50 of 100 cents in a dollar) and is less than two quarters, two dimes and a nickel or $0.75. |
| **CCSS but not GLE’s**  **CT.4.2.2.15** Solve contextual problems involving addition and subtraction of whole numbers using a variety of methods, including writing appropriate number sentences (equations) and explaining the strategies used.  **CC.3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order [Order of Operations]).  **CT.2.4.1.2** Collect and systematically organize and represent data that answer questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs.  **CC.3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. |